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UTILIZATION OF USAR WAR COLLEGE STUDENTS: A CRITICAL
REVIEW(U) ARMY WAR COLL CARLISLE BARRACKS PA J F KULAS
15 MAY 85

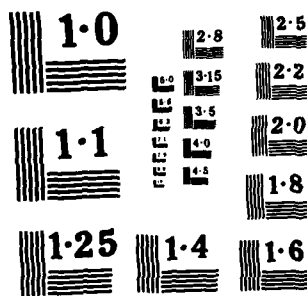
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USAWC MILITARY STUDIES PROGRAM PAPER

UTILIZATION OF USAR WAR COLLEGE STUDENTS
A CRITICAL REVIEW

INDIVIDUAL STUDY PROJECT


by

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US ARMY WAR COLLEGE
CARLISLE BARRACKS, PENNSYLVANIA 17013
15 MAY 1985

ABSTRACT

AUTHOR: JAMES F. KULAS, COLONEL, ORDNANCE

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CHAPTER I

INTRODUCTION

Each year the United States Army Reserve (USAR) sends a group of army reserve colonels and or lieutenant colonels to attend the resident phase of the U.S. Army War College (AWC). These USAR officers join other officers from the active component services, the National Guard, international officers from allied nations, and civilians from federal agencies each July to make up the AWC class each year. Currently there are 256 students in the resident course; 10 are USAR officers. A statistical data breakdown of the 1985 class is attached at appendix 1.

BACKGROUND

Each fall the USAR starts its selection process to decide which USAR officers will attend the AWC. Applications are solicited from reserve officers by various means.

Officers in reserve Troop Program Units (TPU) receive information on how to apply for the AWC or other Senior Service Schools (SSS) from their continental army command. This information is sent down through channels with the assumption that all qualified officers will receive a copy of the application information and apply. However, due to distribution

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problems, late publication, and other circumstances, a large number of qualified officers do not receive the information. Of those receiving the information, probably less than one half apply for the course for various reasons. Individual applications are screened and forwarded up through channels to the Commander of the Army Reserve Personnel Center (ARPERCEN).¹

Officers in the Individual Ready Reserve (IRR) and Individual Mobilization Augmentee (IMA) positions receive their information directly from ARPERCEN, and if interested, they send their applications back to ARPERCEN through their Personnel Management Officer (PMO) and their proponent agency. The big problem with IRR and IMA response is insuring that they get their information from ARPERCEN. It is a tremendous administrative task for ARPERCEN to accomplish each year. If individual records in ARPERCEN are not up to date the chances greatly increase that the IRR or IMA will not get the application information needed. It is the author's opinion that responses from IRR and IMA personnel are probably higher than responses from Troop Program Unit personnel because of their need to earn enough points each year to have a good retirement year.

USAR officers on active duty in the Army Guard Reserve (AGR) program also receive their information from ARPERCEN and must apply for consideration the same as IRR and IMA officers do.² However, the number applying from the AGR program is usually not that large because of the smaller number of AGR officers that may apply.

After the application submission cutoff date, a selection

board is set up to review the applications and to determine who will attend the resident phase of the AWC and who will take the course by correspondence. Due to the low number of positions that are available for the resident course and the large number of reserve officers applying, only about one out of ten get³ selected for the resident course. This allows the selection board to be very selective in deciding who will attend the AWC. Presumably, only the best in the USAR are selected.

STATEMENT OF THE PROBLEM

After going through the process of applying and being selected for the AWC, the USAR student prepares to attend the course. He or she receives advance information and fills out reams of forms requiring data, pictures, physicals, etc.. Finally the student reports to the AWC and starts the course with his fellow active duty, National Guard, and sister service officers.

Shortly after the course gets under way, about the end of the second month, arrangements begin for duty assignments after the war college. These arrangements begin with the scheduling of individual interviews for active component officers with US Army Military Personnel Center (MILPERCEN) assignment officers. Some assignments are given immediately, while others are worked out throughout the year.

For USAR officers, the situation is quite different. Generally speaking, each USAR officer is left to fend for himself in trying to find an assignment after the AWC. Contacts are made

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with former troop commands or career managers at ARPERCEN to seek possible assignments. USAR officers who have left troop units to attend the AWC usually find that they have been transferred to the IRR and that getting back into a troop unit is next to impossible because of the limited number of senior positions. This leaves most USAR AWC graduates officers seeking an IMA assignment, but here the chances of finding a position also are not very good. According to ARPERCEN there are 1700+ colonels in the IRR and only 376 colonel positions in the IMA program. A summary of the IMA colonel (06) positions by specialty is attached as appendix 2.⁴

SUMMARY

1

In summary, a tremendous amount of effort, manpower, and funds are expended to select and send USAR officers to the USAWC under the assumption the the USAR will reap benefits for that expenditure. However, when one looks at the USAR program for utilization of AWC students it appears that very little payback is obtained. During the current atmosphere of budget cutting, the USAR must do everything it can to obtain a good return for its investment, otherwise it faces the possibility of losing those fund to some other activity where there is a better return for the investment.

CHAPTER I

ENDNOTES

1. US Department of the Army, Department of the Army Circular 140-84-1, p. 3.
2. Discussions were held with Colonel Ronald A. Edson, USAR AGR student in the AY85 Class of the AWC.
3. U.S. Dept. of the Army, Office of the Chief of the Army Reserve. Briefings to AY85 USAR AWC Students. Washington, D. C.
4. Colonel Bobby R. Sanders, Discussion with AWC USAR Students, Handout. (Cited with special permission of Col. Sanders.)

CHAPTER II

PRACTICES IN OTHER SERVICES

AIR FORCE

Policy and criteria for selection of Air Force Reserve officers to attend the Air War College are established in chapter 8 of Air Force Regulation (AFR) 53-8. During Academic Year (AY) 84 five air force reserve officers (Two colonels and three lieutenant colonels) were sent to the air war college.¹ All five graduates are currently being used in air force reserve positions.

Paragraph 8-2i of AFR 53-8 states:²

The vacancy created by an officer attending Professional Military Education (PME) may be filled temporary while the incumbent is attending school. Upon graduation, the officer may not be denied reassignment to the Reserve position held immediately before PME.

This policy, if adopted by the US Army would help to encourage AWC applications from reserve officers in troop unit programs. Currently many officers in troop units are reluctant to apply for the AWC or other senior service schools because they lose their troop unit positions and can not get back into a troop unit after graduation from the AWC. The result is that many of the best officers in the USAR are never considered for the AWC.

Another feature of air force policy that is different from

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INTERVIEWS

4. EDSON, ROBERT A., COL. AGR Student, US Army War College. Personal Interview. Carlisle Barracks: 29 April 1985.
5. WHITE, EDWARD B., COL. Senior Air Force Representative, U.S. Army War College. Personal Interview. Carlisle Barracks: 21 May 1985.
6. HILL, HOWARD D. III, COL. National Guard Advisor, US Army War College. Personal Interview. Carlisle Barracks: 9 May 1985.
7. ACKERMAN, RONNIE J. CAPT. TAR Officer Distribution, Naval Military Personnel Center. Telephone Interview. Washington, DC: 2 May 1985.
8. PAYNE, HENRY L., CPT. Assignments Officer, IMA Branch, Army Reserve Personnel Center. Telephone Interview. St. Louis: 9 May 1985.
9. HENDERSON, FRANK F., COL. Army Research Associate Program student, US Army War College. Personal Interview. Carlisle Barracks: 2 May 1985.

CHAPTER IV

ENDNOTES

1. Discussions with CPT James D. Hamilton, Coordinator for Reserve Component Affairs at the United States Military Academy.
2. Telephone discussions with LTC Theodore R. Mosch, USAR Advisor at the US Army Intelligence Center and School.
3. Discussion with LTC(P) Manuel R. Flores, USAR TPU student at the AWC.
4. Discussions with Col. Martin L. Ganderson, Army Fellow at the AWC Strategic Studies Institute.
5. Discussions with Col. Robert A. Edson, USAR AGR student at the AWC.
6. Army War College, Military Studies Program Directive, p. 3.
7. Discussions with Col. Frank F. Henderson, Army Research Associate Program student at the AWC.
8. Discussion with Dr. Gerald D. Ball, Director of Operations Research, AWC.

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approved by OCAR or ARPERCEN.

d. Student and school should have some say on what courses at school must be attended.

The benefits to the USAR in this arrangement are immediate payback from funds expended and the potential of large results from the study or project. In addition, by reporting to the AWC early, the reserve associate can be a catalyst in providing MSP topics to other reservists arriving at the start of the school year. The reserves don't need second hand equipment and they don't need hand-me-down concepts. We need reservists working in the research associate environment to further conceptual thinking about the reserves.

SUMMARY

While this study pertained primarily to AWC students, its recommendations apply to USAR students at other senior service schools, such as the National Defense University and the Industrial College of the Armed Forces. This review and analysis of the USAR program for the selection and utilization of USAR AWC resident students just scratches the surface of an area that is weak in formal policy or procedure. The research and interviews that were conducted during this study lead into many ramifications that need more research and study than can be provided by one individual study. The best use that could be made of this study is to use it as the basis or starting point for a more thorough research effort or military study project in this same or related areas.

the AWC are required to complete a MSP requirement as outlined in the AWC MSP Directive. ⁶ OCAR and or ARPERCEN could put together a list of proposed study topics that could be included in the MSP Directive. these topics could be areas or subjects that the USAR needs to look at but does not have the resources to accomplish. If the project or study takes more time and effort to accomplish than can be provided during a school year, consideration could be given to extending the USAR student's tour to complete the project. In this manner the USAR would be getting some immediate benefit from the funds it spends to send reserves to the AWC.

7. Send some USAR students to the AWC in a fellowship status. Rationale: As shown in appendix 1, eight active army students are attending the AWC in one of the following fellowship programs:

- a. Army Research Associate.
- b. Advance Operational Studies Fellows.
- c. USMA Fellow.

These individuals, while attending some AWC classes in order to obtain credit for the AWC, are primarily concerned with a special project or study of interest to the Army. A similar arrangement could be established whereby a USAR officer would attend the AWC but his primary efforts would be on a study or project of special interest to the USAR. The following ⁷ guidelines should be considered for a student in this status:

- a. The student should have special expertise in subject study area.
- b. The student should have a charter spelling out his role and responsibilities.
- c. The study area or project should be preidentified and

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students that have demonstrated outstanding potential could be identified by the AWC staff and offered a fellowship tour by the Office of the Chief of the Army Reserve (OCAR) to work on topics or subjects of high interest to OCAR or ARPERCEN. They would only need to complete a minimum of the resident course requirements since they have already completed 1/2 of the course by correspondence. This type of program would encourage and reward outstanding correspondence course work and provide an immediate return to the USAR from the fellow's project or special study. The correspondence student could be allowed to select his own special topic or subject for a fellowship tour, provided he could demonstrate and justify his proposed project to OCAR and or ARPERCEN.

4

5. Review all USAR General Officer (GO) positions for MEL 1 desirability or requirements. ⁵ Rationale: While it is recognized that MEL 1 is not a requirement for GO attainment, it is felt that there are many USAR GO positions where the availability of a MEL 1 candidate would be desirable and may even be required. Suggested for consideration were USAR GO positions in Department of the Army (DA) Deputy Chief of Staff for Operation (DCSOPS) and Deputy Chief of Staff For Personnel (DCSPER). This recommendation alone could be the basis of a single military study project that would review all USAR GO positions and the MEL 1 considerations that go into filling those positions.

6. Utilize USAR AWC students to do studies of interest to OCAR and ARPERCEN while at the AWC to fulfill their Military Studies Program (MSP) requirements. Rationale: All students at

1 graduates, it cannot effectively plan for the assignment of MEL 1 students. Some of the reserve positions that have been suggested for MEL 1 consideration include the following:

a. IMA positions at the United States Military Academy so that upon mobilization or a partial call up the IMA that reports for duty are individuals of proven ability and experienced in academic research methods and resources.¹

b. Commanders of Strategic Military Intelligence Detachments. These detachments are involved in producing important studies for high level officials and or agencies such as the AWC Strategic Studies Institute. Having a MEL 1 commander or at least one MEL 1 individual in the detachment will greatly assist the unit in accomplishing the studies they produce because of the MEL 1's research experience and AWC education.²

3. Strong consideration should be given to utilizing USAR AWC resident graduates by assignment to an IMA detachment at the AWC. Rationale: During mobilization some active component faculty of the AWC will be reassigned to other higher priority missions. The void created by these reassignments can be filled by an IMA detachment at the AWC. USAR AWC graduates provide the highest caliber of personnel available and suitable for an AWC IMA Detachment. Their assignments as resident AWC students give them the ready experience in the AWC curriculum needed upon mobilization.³

4. Consideration should be given to selecting outstanding USAR students at the end of the first year of the two year AWC correspondence course and offering them a fellowship tour at the AWC to complete the AWC course. Rationale: Correspondence

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

As a result of the many interviews and research efforts, many ideas or suggestions for improving AWC student selection and utilization have been generated. Some of the recommendations are as follows:

1. Require TPUs, PMDs, proponent agencies, and the AGR program to identify how they will use their senior service college nominee after completion of the resident course during the application process. Rationale: The investment that the USAR makes when it sends a reserve officer to a senior service college is substantial. Not considering how the USAR will use that investment during the application process could place the program at risk if an audit was conducted. Adopting a procedure similar to the NG's policy of identifying assignments after course completion during the nomination process could be accomplished with a minimum of effort and would contribute to greater utilization of USAR AWC students.

2. Review and identify all TPU, IMA and AGR positions that require or desire MEL 1 graduates. Rationale: Until ARPERCEN can readily identify which DB and DS positions require or desire MEL

CHAPTER III

ENDNOTES

1. Telephone discussions with Captain Henry L. Payne, Assignments Officer in the IMA Branch at the Army Reserve Personnel Center.

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system is its practice of not preidentifying, or identifying early during the school year, a utilization assignment after completion of the resident phase of the AWC or other senior service school. The lack of an assignment has a negative effect upon USAR students at the AWC because they do not have a future goal to guide them. Students who know their assignment after the AWC are able to orient their study projects, advance courses, and other ~~of the~~ assignment and thereby make better use of their time at the AWC. To say that it would be impossible to preidentify assignments is not a valid excuse because the Air Force, Navy and National Guard practices, as identified in chapter II, show that steps can be taken to preidentify or create greater utilization.

Another major weakness of the USAR system, as it pertains to the utilization of senior service school graduates, is its inability to identify senior reserve positions that require or desire Military Education Level (MEL) 1 (Senior Service College) graduates. An example of this can be seen in the IMA program. As shown in appendix 2, there are 376 Colonel positions in the IMA program. Further checking with ARPERCEN reveals that there are 2792 Lieutenant Colonel IMA positions. However, ARPERCEN cannot identify which of these O6 or O5 IMA positions require or desire a MEL 1 graduate. ¹ Without the capability to identify USAR positions requiring MEL 1 graduates the ability of ARPERCEN to assign senior service college graduates effectively is greatly hampered.

CHAPTER III

USAR SYSTEM STRENGTH AND WEAKNESS

This chapter discusses the strengths and weaknesses of the USAR program for the selection and utilization of senior services college students.

STRENGTH

A positive feature of the current USAR selection process for senior service schools is that it allows reserve officers from all aspects of the Army Reserve (i.e. TPU, IRR, IMA, and AGR) to apply and compete for senior service school resident courses. This is reflected in the distribution of the 1985 AWC Class as follows:

<u>CATEGORY</u>	<u>NUMBER</u>
AGR	2
IMA	2
IRR	2
TPU	4

Allowing all segments of the USAR to compete equally, without setting quotas in the selection process, helps insure quality USAR representation at the senior service colleges and enhances moral in the senior reserve officers corps.

WEAKNESSES

Probably the most serious weakness of the current USAR

CHAPTER II

ENDNOTES

1. Discussions with Edward B. White, Senior Air Force Representative at the U.S. Army War College.
2. US Department of the Air Force, Air Force Regulation 53-8, p. 8-2.
3. Ibid., p. 8-3.
4. Telephone discussion with Richard G. Olmstead, Senior Chief Dispersing Clerk at the Naval Surface Reserve Force Command at New Orleans.
5. Telephone discussions with Captain Ronnie J. Ackerman, TAR Officer Distribution at the Naval Military Personnel Command.
6. Discussions with Colonel Howard D. Hill, III, National Guard Advisor, USAWC.
7. US Department of the Army, National Guard Regulation 351-21, p. i.
8. Ibid., p. 7.
9. Ibid., p. 6.

established by the NG Bureau to select which NG nominees will attend the AWC.

A unique feature of the NG selection process is the requirement for each State Adjutant General's nominating letter to include a statement concerning the planned utilization of the officer after successful completion of a senior service course,⁸ if the nominee is selected. This allows the selection board to consider how the nominee will be utilized if selected and would appear to offer the NG system a greater payback and more effective utilization of NG officers attending the AWC.

Another interesting feature of NG policy is that completion of, or enrollment in, the USAWC correspondence studies course will not preclude attendance at a senior service college resident course.⁹ This feature would appear to encourage officers to apply for senior service schools. Whether an officer would want to attend the resident phase of the AWC after completion of the correspondence phase appear to be questionable. Getting the same degree twice would not appear to enhance an officer's utility to the Army or the NG.

Upon completion of the resident course at the NWC the reserve officers are currently offered an opportunity to serve on active duty in a statutory tour. In addition to the above reserve officers, approximately ten more reserve officers who are already on statutory tours in the Training and Administration of Reserves (TAR) program of the Navy are selected for attendance at the NWC each year.⁵

NATIONAL GUARD

The first National Guard (NG) officer graduated from the AWC in 1914. No NG officers attended during the period from 1915 to 1950, or in 1962. However, NG attendance at the AWC has gradually increased as follows:⁶

<u>YEAR</u>	<u>NUMBER</u>
1951	1
1952-57	2
1958	1
1959-61	2
1963-72	2
1973-76	4
1977-79	8
1980-81	9 *
1982	10 *
1983-present	11 *

*-figures include 1 Air National Guard Officer

Army National Guard (ARNG) procedures for nomination, selection, and enrollment of ARNG officers in senior service colleges are spelled out in NG Regulation (NGR) 351-21.⁷ All ARNG nominees for the AWC come from the State Adjutant Generals. If a State Adjutant General submits more than one nomination, they must be submitted in order of priority. A board is then

the army's program is:

A Statutory Tour Officer who meets all other eligibility criteria (for Air War College) may apply provided the officer agrees to terminate the tour, if selected, and be reassigned to a non-EAD Reserve position prior to travel date.

The army currently retains statutory tour officers (AGR Officers) in AGR tours after completion of the AWC. This Air Force policy, if adopted as a USAR policy, would appear to discourage reserve officers in AGR positions from applying for the AWC. This is especially true under the current system where utilization of AWC graduates is not very effective. Cost effectiveness would also be reduced because utilization of a USAR AWC graduate in an AGR position is probability the most effective means of using graduates.

NAVY

The Navy currently sends one selected reserve naval officer a year to the Naval War College (NWC) senior service course at Newport, Rhode Island. Starting in AY 86/87 three naval reserve officers will be sent each AY. One nomination can be submitted from each of the following naval reserve commands:

<u>Command</u>	<u>Number of Commands</u>
Naval Air Stations	6
Readiness Commands	16
Naval Air Facilities	2
Naval Air Reserve location	7
Fleet Logistics Group	1
Construction Battalion	1
Carrier Air Wing	1
Intelligence Group	1
Reserve Patrol Wings	2
<u>Command Helicopter Wing</u>	<u>1</u>
Total Nominations Possible	38

10. OLMSTEAD, RICHARD G., E8. Chief Senior Dispersing Clerk, Naval Surface Reserve Force Command. Telephone Interview. New Orleans: 15 May 1985.

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13. FLORES, MANUEL R., LTC(P). TPU Student, US AWC: Personal Interview. Carlisle Barracks: 14 May 1985.

14. BALL, GERALD D., DR. Director of Operations Research, AWC. Personal Interview. Carlisle Barracks: 16 May 1985.

15. GANDERSON, MARTIN L. COL. Army Fellow, Strategic Studies Institute, AWC. Personal Interview. Carlisle Barracks: 30 April 1985.

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16. US Department of the Air Force. Air Force Regulation 53-8: Schools: USAF Officer Professional Education System. Washington: 16 December 1980.

National Guard Regulations

17. US Department of the Army. National Guard Regulation 351-21: Schools: Senior Service College. Washington: 30 September 1983.

ARMY CIRCULAR

18. US Department of the Army. Department of the Army Circular 140-84-1: Army Reserve: US Army Reserve Officer Professional Development Education (PDE). Washington: 1 July 1984.

USAWC STATISTICAL DATA AY 85

8 AUG 1984

1. 1985 Class is 69th resident USAWC class. MG Healy is the 38th Commandant.

2. Class composition:

Active US Army	169
International Fellows	19
USAF	16
USMC	8
USCG	1
USN	8
USAR	10
NG/ANG	11
Army Resch Assoc.	5
Adv Op Study Fellows	3
USMA Fellow	1
Civilians	14
	<u>265</u>

a. Army branches:

ADA	9
Armor	21
Avn	12
FA	26
Inf	31
CE	13
MI	7
MPC	6
SigC	16
AGC	10
CA	1
Ch	2
CmlC	3
DC	1
FC	4
JAGC	2
MC	8
MSC	3
OrdC	4
QMC	15
TC	4
	<u>198</u>

b. Civilian departments represented:

CIA	1
DAC	7
DIA	2
DLA	1
NSA	1
D/State	1
USFS	1
	<u>14</u>

3. Average Age (years & months): 42/11

Youngest:	35/01
Oldest:	53/10

4. Source of Commission (US Military Students)

Svc Acad	37
ROTC	134
OCS, OTC & PLC	41
Avn Cadet	2
AUS Direct	6
Reserve Direct	4
National Guard	7
Merchant Marine	1
	<u>232</u>

5. Civilian Education:

Doctorate	2.4%	(6)
Law Degrees	0.8%	(2)
Medical Field Degrees	3.7%	(9)
Masters	67.5%	(166)
Bachelors	23.6%	(58)
Associate	0.0%	(0)
Some College, no degree	2.0%	(5)
		<u>(246)</u>

6. Service:

a. Length of Active Federal Commissioned Service (Armed Forces Active Duty Officers Only) (years/months)

USA	19/11
USN	16/08
USMC	18/10
USCG	19/02
USAF	18/10
Class Average	19/07

b. Students with Battalion Comd or Equiv:

Battalion Command (Total)	82.8%
---------------------------	-------

7. International Fellows:

Fellows attended since '78:	116
Countries represented:	45
Have become Gen Officers:	41

AY 85 IF's represent:

Canada	Kenya	Philippines
Colombia	Korea	Sudan
France	Lebanon	Thailand
Germany	Nigeria	Turkey
Indonesia	Pakistan	United Kingdom
Italy	Peru	Venezuela
Japan		

COLONEL INDIVIDUAL MOBILIZATION AUGMENTEE POSITIONS

SPECIALTY CODE	SPECIALTY	NUMBER OF POSITIONS
11	INFANTRY	11
12	ARMOR	4
13	FIELD ARTILLERY	2
14	AIR DEFENSE ARTILLERY	1
18	SPECIAL OPERATIONS	1
21	COMBAT ENGINEER	11
23	FACILITIES/CONTRACT CONSTRUCTION ENGINEER	43
25	COMMUNICATIONS-ELECTRONICS	6
27	COMMUNICATIONS-ELECTRONICS ENGINEERING	2
31	MILITARY POLICE	14
35	MILITARY INTELLIGENCE	17
36	COUNTERINTELLIGENCE, SIGNAL SECURITY AND HUMAN INTELLIGENCE	6
37	SIGNALS INTELLIGENCE - ELECTRONIC WARFARE	5
40	PERSONNEL MANAGEMENT	8
41	PERSONNEL PROGRAMS MANAGEMENT	8
42	ADMINISTRATIVE AND PERSONNEL SYSTEMS MANAGEMENT	8
44	FINANCE	4
45	COMPTROLLER	15
46	PUBLIC AFFAIRS	14
48	FOREIGN AREA OFFICER	25
49	OPERATIONS RESEARCH/SYSTEMS ANALYSIS	1
51	RESEARCH AND DEVELOPMENT	29
52	NUCLEAR WEAPONS	2
53	SYSTEMS AUTOMATION OFFICER	5
54	OPERATIONS, PLANS TRAINING AND FORCE DEVELOPMENT	38
70	LOGISTICS	10
72	COMMUNICATIONS-ELECTRONICS MATERIEL MANAGEMENT	1
74	CHEMICAL	8
75	MUNITIONS MATERIEL MANAGEMENT	2
81	PETROLEUM MANAGEMENT	2
82	SUBSISTENCE MANAGEMENT	3
92	MATERIEL/SERVICES MANAGEMENT	10
95	TRANSPORTATION MANAGEMENT	10
97	PROCUREMENT	30
	TOTAL	376

There are 1700+ O-6's in the IRR. Thus, Assignment to an IMA position is highly competitive. AWC graduates have priority. At any one time no more than five positions are vacant.

LISTING OF ACRONYMS USED

<u>ACRONYM</u>	<u>DEFINITION</u>	<u>PAGE FIRST USED</u>
AFR	Air Force Regulation	6
AGR	Army Guard Reserve	2
ARNG	Army National Guard	8
ARPERCEN	Army Reserve Personnel Center	2
AWC	Army War College	1
AY	Academic Year	6
DA	Department Of the Army	16
DCSOPS	Deputy Chief of Staff, Operations	16
DCSPER	Deputy Chief of Staff, Personnel	16
GO	General Officer	16
IMA	Individual Mobilization Augmentee	2
IRR	Individual Ready Reserve	2
MEL	Military Education Level	12
MILPERCEN	Military Personnel Center	3
MSP	Military Studies Program	16
NG	National Guard	8
NGR	National Guard Regulation	8
NWC	Naval War College	7
OCAR	Office, Chief of Army Reserve	16
PME	Professional Military Education	6
PMO	Personnel Management Officer	2
SSS	Senior Service School	1
TAR	Training & Administration of Reserves	8
TPU	Troop Program Unit	1
USAR	United States Army Reserve	1

DISTRIBUTION

- 1 - Office, Chief of the Army Reserve
- 1 - Commander, ARPERCEN
- 1 - US Army War College Library
- 1 - US Army Reserve Advisor, US Army War College
- 1 - National Guard Advisor, US Army War College
- 10 - AWC AY86 USAR Students

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